

**2004-2005 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal: Mr. Austin S. G. Poole

Official School Name: Our Lady of Good Counsel School

School Mailing Address: 8601 Wolftrap Road
Vienna, Virginia 22182-5061

Tel: (703) 938-3600

Fax: (703) 255-2933

Website/URL: www.olgcschool.homestead.com

Email: apoole@olgcschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date_____

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent: Dr. Timothy McNiff

District Name: Diocese of Arlington

Tel: 703-841-2519

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date_____

Name of School Board: n/a

President/Chairperson:

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date_____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A

2. District Per Pupil Expenditure: N/A

Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	24	27	51		7	24	21	45
1	23	24	47		8	19	19	38
2	31	23	54		9	N/A	N/A	N/A
3	23	26	49		10	N/A	N/A	N/A
4	25	30	55		11	N/A	N/A	N/A
5	25	23	48		12	N/A	N/A	N/A
6	30	23	53		Other			
2004-2005 TOTAL STUDENTS IN THE APPLYING SCHOOL								440

6. Racial/ethnic composition of the students in the school:	93.6%	White
	0.2%	Black or African American
	2.6%	Hispanic or Latino
	3.6%	Asian/Pacific Islander
	0.0 %	American Indian/Alaskan Native
	100%	Total for 2004-2005

7. Student turnover, or mobility rate, during the past year: 2.72%

(This rate includes the total number of students who transferred to or from different schools between October 1 2003 and the end of the school year, divided by the total number of students in the school as of October 1, 2004 multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	440
(5)	Subtotal in row (3) divided by total in row (4)	0.0272
(6)	Amount in row (5) multiplied by 100	2.72

8. Limited English Proficient students in the school: 0%
N/A Total Number Limited English Proficient

Number of languages represented: N/A
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 for free meals
2 for reduced price meals

2 Total Number Students Who Qualify

Due to the limited number of students eligible, Our Lady of Good Counsel does not participate in the federally supported lunch program. Income information is not collected from families except when the family applies for financial assistance. Therefore, the number of students who would qualify is based upon information from only those students whose families applied for assistance. The estimate shown above is derived from the National School Lunch Program income eligibility guidelines published annually by the US Department of Agriculture.

10. Students receiving special education services: 5.9%
26 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___Autism	___	Orthopedic Impairment
___Deafness	<u>1</u>	Other Health Impaired
___Deaf-Blindness	<u>14</u>	Specific Learning Disability*
___Hearing Impairment	<u>4</u>	Speech or Language Impairment
___Mental Retardation	___	Traumatic Brain Injury
___Multiple Disabilities	___	Visual Impairment Including Blindness

*Seven additional students have been privately tested and qualify for services under the Arlington Diocese Accommodation Plan.

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers	19	0
Special resource teachers/specialists	8	4
Paraprofessionals	0	3
Support staff	2	1
Total number	31	8

12. Student-“classroom teacher” ratio: 23:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer, any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Average Daily Student Attendance	96.5	96.46	96.71	96.68	96.50
Daily teacher attendance	96.4	97.1	96.4	96.7	96.9
Teacher turnover rate	20.7	10.3	10.3	6.9	7.0
Student dropout rate	0	0	0	0	0
Student drop-off rate	1%	1.7%	1.7%	0	0

PART III – SUMMARY STATEMENT

Our Lady of Good Counsel School (OLGC) is a Catholic school established in 1957 in Vienna, Virginia as a part of Our Lady of Good Counsel Parish in the Diocese of Arlington, VA. OLGC provides educational opportunities for children from Kindergarten through grade eight. The Virginia Catholic Education Association has accredited OLGC School since 1972. OLGC School also is a member of the National Catholic Education Association and the Virginia Council for Private Education.

OLGC School has a long-standing reputation for excellence in its academic program and for a caring family environment that facilitates learning and encourages a child's intellectual, spiritual, social, emotional and physical growth. We strive for academic excellence, we encourage an appreciation of the fine arts, we foster self-respect and respect for all life, we build the foundation for a lifetime of physical health, and we seek to develop an understanding of our civic responsibilities for the community. For nearly fifty years, our school has provided a Catholic education that integrates religious truths and values with life. Priests from the Oblates of St. Francis de Sales order administer OLGC Parish. Members of the Oblate community are enthusiastic pastors and educators who strive to “do ordinary things extraordinarily well.” This Salesian philosophy of commitment to education and to excellence provides the philosophical foundation for the school.

Our student population consists of students in grades K through 8. Average class size is twenty-three students. There are two classes of grades 1 through 8 and three full-day classes of Kindergarten. Grades 1 through 4 are self-contained with the exception of science and social studies; grades five through 8 are departmentalized. The staff is made up of 19 classroom teachers. In addition, there are full-time teachers of music, art, physical education and Spanish, as well as a science lab teacher, a librarian, a counselor, a resource teacher and a registered nurse. Our part-time faculty consists of an additional resource teacher, two computer technology teachers, a math specialist, and instructional aides for grades K, 1 and 2. Ten of our faculty have Master Degrees and two have PhD Degrees. We are pleased that 25% of our grade 5-8 teachers are male. All students are helped to learn and achieve their potential through the continuing efforts of our dedicated staff. Our faculty members are recognized for their expertise. Computer technology, science, and special education faculty members have conducted workshops for faculty of other Catholic schools in Northern Virginia.

OLGC's website displays current events and important announcements affecting the school. In addition, it allows students and parents access to forms, homework assignments, and other pertinent information, connecting both the school and Internet communities.

We are a school community blessed by the support of parents who annually contribute thousands of hours in volunteer service. A parent committee has put together field trips that directly supplement the classroom instruction at each grade level. This committee ensures that the students are prepared in advance to get the most out of the field trip experience and that there is appropriate follow-up after the trip. Class trips range from tours of Gettysburg Battlefield and the Constitutional Center in Philadelphia, to collecting and analyzing water samples from local tributaries. Another parent committee reviews area cultural arts programs for presentation or performance at our school.

The campus encompasses 23 acres, including soccer fields, a softball/baseball field, a gymnasium, and a playground. Intramural and extramural sports include basketball, track, softball and baseball. Students have the option to participate in the School Newspaper, School Band, Girl Scouts, Boy Scouts, Cub Scouts, Brownies, Chess Club and Student Council.

OLGC School is currently in the final stages of a major expansion and renovation project. In the Fall of 2004, the school celebrated the addition of a new gymnasium, a new library/media center, a new computer technology center, three new classrooms, two new small group classrooms, two conference rooms, and expanded administrative offices.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. OLGC School's assessment results in reading and mathematics

Our Lady of Good Counsel School uses the Terra Nova, 2nd Edition standardized test published by CTB/McGraw/Hill. We feel that these tests provide reliable and accurate information about student performance. The Terra Nova has been administered in September of each year to student in grades two through seven. This year Our Lady of Good Counsel, in conformance with the Diocese of Arlington, has moved to a Spring testing schedule.

During the past three years, Our Lady of Good Counsel School has consistently attained outstanding scores when compared to national norms and when compared to average scores of the elementary schools within the Diocese of Arlington, Virginia. The tables at the end of this application reflect the reading and mathematics Terra Nova standardized test scores for September 2003. Based on the "cutoff" scores published by the Department of Education, OLGC School is ranked well within the top 10% of all schools nationally in both reading and mathematics for grades 3 through 7. For example, the national school mean NCE at 90% of National School Norms for grades 3 through 7 ranges from a low of 63.8% in grade 4 to a high of 65.8% in grade seven. For Our Lady of Good Counsel students, the score range is from a low of 76% in grade 5, to a high of 91% in grade 7. Likewise in mathematics, the national range is 64.8% - 65.6% and the range for OLGC students is 74% - 94%. The assessment results support our commitment to maintaining a rigorous and challenging program while continuing to offer support for those students who struggle.

The results of the Terra Nova test for grade six students is one factor used to determine eligibility for the advanced mathematics/ pre-algebra curriculum offered to high achieving students in grades seven. Students in the seventh grade are given the Iowa algebra aptitude test. These results, along with other variables (including the Terra Nova test results) help us to determine students who will be successful in a challenging high school level algebra program offered in grade eight.

In the future, we will have an additional tool to assess students in reading. This year, Our Lady of Good Counsel School will introduce the "Accelerated Reader", an individualized reading program. Students will have individual reading goals, be tested on comprehension, and receive awards for attaining goals.

We are very proud of our students' accomplishments and attribute their success to a strong broad-based curriculum that balances liberal arts, math, science, technology, and an outstanding reading program, all under the guidance of a dedicated staff and faculty.

2. OLGC School's use of assessment data

A teacher's assessment of the student's strengths and needs is based on many kinds of information. Our teachers consider classroom tests and quizzes, evaluation of homework, projects, and classroom exercises, records of assignments completed, and observation of the student's work and study habits as well as standardized test results to assess student progress in all subjects on a continuing basis.

The Terra Nova standardized tests in reading, language arts, math, science, and social studies are given each Spring (beginning in the 2004-2005 school year) to students in grades 2 through 7. The results are used primarily to help understand students' educational needs, to help improve their learning, and to help plan for their future success in school. At OLGC the reading and math scores are consistently above the average national percentiles. The higher achievement scores reflect the strong curriculum and the consistent implementation of this curriculum by the teachers. Teachers assess the yearly test results, monitor any skills that were lower than preferred and update teaching methods as necessary.

From the evaluation of test data, teachers have implemented changes in textbooks to strengthen the math program. The evaluation has also provided teachers with positive feedback on utilizing manipulatives to help the students gain the concrete knowledge necessary to make abstract connections. The evaluation of assessment data gives support to our belief that learning and drilling basic number facts is essential to success in math and that reading skills must emphasize phonics for a well-balanced program. Furthermore, testing provides the data for OLGC to use to identify students who need further remediation. Those students needing assistance are referred to our resource teachers in addition to receiving classroom support.

3. How OLGC School communicates student performance

Teachers communicate informally with parents with daily written progress updates in the student's homework log. In grades 1-4 parents must sign and return student work and tests. Student performance is more formally reported to parents by means of interim reports sent halfway through each quarter and through quarterly report cards with grades and individual comments about student progress. Parent-teacher conferences are held at the end of the first quarter. At this time, the first quarter grades are discussed with the parents. Teachers are in contact with parents by phone or e-mail whenever necessary. When a student's performance is below the student's ability, a conference is held with all the student's teachers and the parents. Each teacher gives a report of the perceived problems to the parents, and strategies are considered that will assist the student. The parents are involved in determining these strategies that will strengthen cooperation between the home and school. Occasionally a Student Assistance Plan is written in order to make accommodations for the student. In some classes students keep a continuous log of their grades. Composite standardized test scores for the school are made available to parents and prospective school families.

At the eighth grade award ceremony held after a school Mass celebration attended by parents, students, and other members of the community, OLGC presents the Presidential Academic Fitness Award to students who have earned an A average for grades 4 through 8. Eighth grade students are also recognized for academic achievement in each subject area and medals are presented to the top students. The student with the highest academic average from grades 4 through 8 is awarded a US Savings Bond. Articles in local newspapers and in the parish bulletin announce the winners of the school's annual Science Fair. OLGC School encourages students to participate in Diocesan and community sponsored competitions such as the Diocesan annual Science Fair, the Reader's Digest Word Power Challenge, and the Arlington Youth Apostles essay contests.

4. How OLGC School will share its successes

In the event that Our Lady of Good Counsel is selected as a Blue Ribbon School, we will share our successes regarding how we arrived at this point using several means. We will proudly proclaim Our Lady of Good Counsel as a Blue Ribbon School on all of our print communications. Our submitted report will be posted on our school website, which can be viewed by schools all over the nation. Our Development Office and School Marketing Committee will disseminate information on this award through various public relations efforts, to include articles in the parish bulletin, our school's weekly newsletter, local community newspapers, *The Washington Post*, and the Catholic Diocesan newspaper. We will continue as we have in the past to share "best practices" with all the principals of the parochial schools in the Diocese of Arlington. For example, in 1999 OLGC constructed a highly sophisticated science lab fully equipped to allow 32 students to work in pairs conducting experiments. Unlike most other schools, OLGC employs a fulltime laboratory teacher. Science teachers and principals from other schools within the Diocese of Arlington have visited our modern facility and consulted with OLGC on how best to implement a science laboratory experience in their home school. In addition, our program accomplishments are shared through scheduled workshops, principal conferences, seminars, and teacher exchange programs within our region. As new programs develop and/or improve, principals of the diocese and VCEA will be invited to send representatives to Our Lady of Good Counsel to observe and discuss the school's achievements.

PART V – CURRICULUM AND INSTRUCTION

1. Description of OLG School's curriculum

OLGC School offers a liberal arts curriculum following the guidelines of the Diocese of Arlington, VA. We do not administer the VA Standards of Learning (SOL) tests; however, the standards are fully rooted in our curriculum in such a way that our graduates are well prepared for academic success in high school, whether public, parochial, or private.

Faculty members are actively encouraged to develop and plan projects that are interdisciplinary in nature so that students are exposed to a wide variety of cross-curricular learning activities. Faculty are strongly encouraged to integrate technology into every aspect of the curriculum.

Reading: Our curriculum combines a program for reading fluency with the language arts skills of literature, phonics, grammar, spelling, comprehension and writing as described in #2 below.

Social Studies: We strive to challenge students to study, investigate and understand people and events. The course emphasizes study skills and integrating ideas with projects that encourage organization, thought processing skills and creativity. Field trips to historic sites and guest speakers often culminate a unit of study. Our students explore the past using reports, stories, poems and plays. Art and music activities also help the students demonstrate their knowledge of the material.

Math: The curriculum in grades K-8 presents math concepts that students can apply to their daily lives and focuses on various problem solving strategies, basic skills, critical thinking and cooperative learning. Algebraic thinking is introduced in the primary grades and becomes more developed in the upper grades. Seventh and eighth grades have formal pre-algebra and algebra classes.

Science: The curriculum is comprehensive and intense, providing a vast scope for learning, balanced by appropriately sequenced and in-depth exposure to the content and processes of science. A unique aspect of the science program is our laboratory component, fully described in #3 below.

Technology: Our students learn computer skills and use technology to facilitate learning in the core curriculum areas. We provide students with strong skills in word processing, spreadsheet, database, presentation, and Internet research applications. Our infrastructure is fully integrated via a local area network. We have a 30-workstation computer lab and class sets of laptops with wireless Internet access. Our students can access websites and use software with ease. Our faculty conducts Diocesan workshops.

Religion: We educate students in the teachings of the Catholic Church and instill values. We include a Family Life component for all grades. We participate in service projects and have Prayer Partners to encourage respect for others. Weekly, a class plans and participates in a liturgy to enhance the spiritual life of the community and reinforce the religion program. Parents produce a weekly virtues letter.

Music: Through singing and games in the younger grades, and projects, worksheets, lectures, activities, and games in the older grades, students learn about music and its function throughout history. Cross-curricular activities enable all students to explore, experience and perform music from various cultures and time periods. These activities and skills are enhanced through public performances.

Art: Our rich art program addresses the many facets of art. We concentrate on simple art materials and methods. We teach skills that can be easily adapted to each child's creative inspiration. Parent volunteers for each grade present a monthly art lesson on a famous artist.

Spanish: Our Spanish teacher provides instruction for grades K-8. The program teaches listening, speaking, reading, writing and culture with an emphasis on communication.

Physical Education: We offer students a comprehensive PE program that seeks to promote and model lifetime wellness by teaching health concepts and physical fitness. All 8th grade students complete a CPR certification. Over 80% of students in grades 4-8 participate in our extra-curricular sports program.

Library: Our library, with over 8000 volumes, provides students with the skills to access, evaluate and put to use information from a variety of sources.

Special Education: We have a respected program for special needs students. Our teachers conduct workshops to assist other schools in identifying and meeting the needs of special needs students.

Over the past 47 years our curriculum has expanded and evolved into a comprehensive and challenging program that prepares principled students for success in high school and beyond.

2. OLGC School's reading curriculum

Our school considers the mastery of reading to be the gateway to all other learning. Our curriculum combines a program of reading fluency and the language arts skills of literature, phonics, grammar, spelling, comprehension and writing. Our goal for each student in K-4 is to present a solid foundation in reading that will instill a life-long interest in reading, both for enjoyment and information. In grades 5-8 we build on that foundation and focus on preparation for high school and beyond.

Providing children with the best materials has always been a top priority at our school. We use the Scott Foresman Series for grades K-4 and the Houghton Mifflin Series for grades 5-8. These programs were highly recommended by reading specialists in the Diocese of Arlington. We feel strongly that these series contain all the reading and language arts concepts and skills appropriate for our students.

To enhance this curriculum, the students at OLGC have scheduled experiences in daily journal writing, book reports, creative writing, oral presentations and research projects. Specific instruction in grammar and usage is reinforced in all writing assignments. Students follow the nationally recognized five step Writing Process in grades 5-8. Literature classes for these same grades study all genres to develop competent readers who can use critical thinking skills to understand, analyze, discuss and write about short stories, poems and novels. Peer evaluation and editing, instruction in library skills and resources, the use of technology such as Power Point, and the use of educational periodicals supplement the curriculum.

As depicted in the tables at the end of this application, Our Lady of Good Counsel students in grades 3 through 7 have scored in the top 10% of the schools in the nation as measured by assessments referenced against national norms.

3. Science Curriculum at OLGC

The science curriculum is built on the premise that science enables the child to fully experience and appreciate the wonders of God's creation and to become life-long learners. The science program is both comprehensive and intense, providing a vast scope for learning, balanced by appropriately sequenced and in-depth exposure to the content and processes of science. The results of the science component of the Terra Nova standardized test battery, administered at grades 4 and 6, indicate that OLGC students are performing significantly above the national percentiles in all areas of science.

The focus of the science curriculum is on six areas, namely, science as inquiry, physical, life, earth and space science, science and technology, and personal and social perspectives of science. In grades K through 5, students' learning is supported by the Scott Foresman textbook series; in grades 6 through 8, the Glencoe series is utilized. Where appropriate, lab manuals linked to the series are used for several grade levels. In all grade levels, science achievement is assessed both in the classroom and the lab. Student achievement is reported each quarter as a combination of both in-class and in-lab performance. A solid laboratory experience, accounting for approximately 20% of time spent on science, provides hands-on, personal interaction with the concepts and principles presented in science class. A very well equipped and maintained science lab was constructed in 1999. It is furnished with compound microscopes, triple beam balances, hot plates, incubators, 10 student computers connected to the Internet and dedicated to scientific pursuits, a wide range of videos, CD ROMS, a flexible video camera fitted for microscope use, biological and geologic models, chemicals, glassware and plastic ware, and preserved specimens. All equipment is sufficient in quantity to allow 32 students to work in pairs while conducting experiments. Unlike most other schools, OLGC employs a full-time laboratory teacher to plan and deliver the laboratory sessions to students. The presence of both the science classroom teacher and the laboratory teacher in each lab session significantly reduces the student-teacher ratio and increases the student learning opportunity while improving the safety record.

4. Instructional methods to improve student learning

Academically, our students are challenged to discover and apply a variety of their talents. Students are held to the high academic standards that reflect Diocesan curriculum requirements. We nurture the development of higher level thinking strategies through daily journaling and presentations, problem solving, mental math, extensive reading and writing, research and debate. Teachers extend beyond the textbook material by using manipulatives and trade books to further discovery and understanding. A student newspaper provides a vehicle by which all OLGC students have opportunities to present creative writing.

Students are offered a variety of activities that promote the development of their entire being. We are fortunate to have expert faculty members who teach weekly classes in art, music, computer technology, physical education, library and Spanish. Students also participate in extended art activities with the GRACE Arts Program. We offer daylong learning experiences to complement the curriculum, for example, the 4th grade Colonial Day and the 6th grade Medieval Day, which include the food, costumes and living history of the era. Fifth graders provide liturgical gospel presentations. Seventh graders demonstrate spiritual development in their Passion Play presentation. Eighth grade students present theatrical performances in their annual musical.

The OLGC faculty is aware of the multiple styles of learning. Striving to meet the needs of all students, our teachers use a variety of strategies and methods. Visual, auditory and kinesthetic learners are accommodated and challenged in a balanced learning environment. Audiotapes, videos, overhead projectors, and CD-ROM computer programs are in use. Role-playing, hand-on experiments and demonstrations, drama, manipulatives, maps and felt-board materials involve the students. Classroom teachers often use Computer, Music and Art to integrate subject areas. Teachers also use peer modeling, peer editing and evaluation, cooperative learning, note-taking and graphic organizers. In addition to large group instruction, teachers employ one-on-one instruction, small group instruction and the buddy system. Innovation in presenting lessons and adapting to different modes of learning is encouraged by the administration.

5. OLGC School's professional development program

The OLGC Professional Development Plan focuses upon and financially supports the continual professional development of all faculty and staff members. To achieve this goal OLGC, with the assistance of our PTO, has set aside funding for educational programs that are designed to facilitate individual teacher (re)certification as set forth by the Commonwealth of Virginia, as well as programs that promote educational opportunities that will strengthen academic knowledge and teaching skills of our faculty.

This professional development program has increased understanding, highlighted new teaching strategies, built professional camaraderie and reinforced successful instructional practices. This has been clearly demonstrated through the high student standardized test scores, the large number of students accepted into quality high school programs.

Faculty members may choose from the following professional development opportunities: college and university courses, training workshops, summer institutes, on-line tutorials, distance learning courses and Diocesan in-service programs.

OLGC School firmly believes in a technologically proficient faculty, who can incorporate computer skills into their everyday life and the academic lives of their students. To this end, specific computer technology courses have been offered annually to the faculty and staff on-site.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): National Catholic Educational Association (NCEA) the Virginia Catholic Educational Association (VCEA) and the Virginia Council for Private Education (VCPE)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X
No

Part II – Demographics

1. What are the **2004-2005** tuition rates, by grade? (Do not include room, board, or fees.)

Tuition Rates are the same for all grades K-8, but vary by family status as shown below:

	OLGC Parishioners	Catholic Non-Parishioner	Non-Catholic
One Student	\$4,110	\$6,005	\$7,295
Two Students	\$6,945	\$8,885	\$9,985
Three Students	\$9,150	\$11,300	\$12,640
Four Students	\$11,105	\$13,275	\$15,325

2. What is the educational cost per student? \$4,783
(School budget divided by enrollment)
3. What is the average financial aid per student? \$2,486 average award/ 40 students received aid
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17.8%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 100 %*

* An OLGC parish subsidy is provided to every child to meet the actual cost of his/her education that is not covered by tuition.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 2

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2002-2003	2003-2004
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	90/81	85/78	86/83
Number of students tested	60	61	54
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 3

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2002-2003	2003-2004
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	82/82	88/88	83/81
Number of students tested	60	57	53
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 4

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2002-2003	2003-2004
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	91/89	80/78	89/84
Number of students tested	60	59	51
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 5

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2002-2003	2003-2004
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	81/81	89/90	76/74
Number of students tested	59	58	53
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 6

Test: Terra Nova

Edition/publication year: Edition 1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2002-2003	2003-2004
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	88/86	85/87	91/94
Number of students tested	62	56	56
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

Grade: 7

Test: Terra Nova

Edition/publication year: Edition1, CTBS-5/1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? None Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

	2001-2002	2002-2003	2003-2004
Testing month	September	September	September
SCHOOL SCORES	<i>Reading/Math</i>	<i>Reading/Math</i>	<i>Reading/Math</i>
Total Score	87/84	89/88	86/89
Number of students tested	55	60	38
Percent of total students tested	100%	100%	100%
Number of students excluded	None	None	None
Percent of students excluded	0%	0%	0%

NOTE: OLGC School has moved to a Spring testing schedule. The Terra Nova test will next be administered to our students in April 2005.